

Comparison of CFCIP and WIA Youth

Education/Employment/Training Subcommittee Comparison between the CFCIP Requirements and the WIA Youth Activities Requirements	
CFCIP Requirements (HR 3343)	WIA Youth Activities Requirements (HR 1385)
-- Program Eligibility (sec 477) (a)(1) * is not less than age 18 and not more than age 21 * <i>Indiana opens eligibility up to include youth not less than age 14 and not more than age 21</i> (a)(1) * is or has been in foster care	-- Program Eligibility (sec 101) (13)(A-C) * is not less than age 14 and not more than age 21 * is a low-income individual * is an individual who is one or more of the following: (i) deficient in basic literacy skills (ii) a school dropout (iii) homeless, runaway, or a foster child (iv) pregnant or a parent (v) an offender (vi) an individual who requires additional assistance to complete an educational program, or to secure and hold employment
--Program Purpose (sec 477) (a)(1) to identify children who are likely to remain in foster care until 18 years of age and to help these children make the transition to self-sufficiency by providing services such as assistance in obtaining a high school diploma, career exploration, vocational training, job placement and retention, training in daily living skills, training in budgeting and financial management skills, substance abuse prevention, and preventive health activities (includes nutrition education, and pregnancy prevention) (a)(2) to help children who are likely to remain in foster care until 18 years of age receive the education, training, and services necessary to obtain employment (a)(3) to help children who are likely to remain in foster care until 18 years of age prepare for and enter postsecondary training and education institutions (a)(4) to provide personal and emotional support to children aging out of foster care, through mentors and the promotion of interactions with dedicated adults (a)(5) to provide financial, housing, counseling, employment, education, and other appropriate support and services to former foster care recipients between 18 and 21 years of age to complete their own efforts to achieve self-sufficiency and to assure that program participants recognize and accept their personal responsibility for preparing for and then making the transition from adolescence to adulthood.	-- Program Design (sec 129) (c)(1)(A) provide an objective assessment of the academic levels, skill levels, and service needs of each participant, which assessment shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such participant, except that a new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program (c)(1)(B) develop service strategies for each participant that shall identify an employment goal (including, in appropriate circumstances, nontraditional employment), appropriate achievement objectives, and appropriate services for the participant taking into account the assessment conducted pursuant to subparagraph (A), except that a new service strategy for a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent service strategy developed for the participant under another education or training program
-- Program Elements (a)(1-5) * assistance in obtaining a high school diploma * assistance in receiving the educational, training, and services necessary to obtain employment	-- Program Elements (sec 129) (c)(2)(A-J) * tutoring, study skills training, and instruction, leading to completion of secondary school, including dropout prevention strategies * alternative secondary school services, as appropriate * summer employment opportunities that are directly linked to academic and occupational learning * as appropriate, paid and unpaid work experiences, including internships and job shadowing
* support to assure program participants recognize and accept their personal responsibility for preparing for and then making the transition from adolescence into adulthood * provide personal and emotional support	* leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social behaviors during non-school hours, as appropriate * supportive services
* mentoring and the promotion of interactions with dedicated adults	* adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months
* substance abuse prevention and preventive health activities (including smoking avoidance, nutrition education, and pregnancy prevention)	* followup services for not less than 12 months after the completion of participation, as appropriate * comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate